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ABSTRACT

This guide, designed for use with elementary school students, attempts to prevent drug and alcohol abuse among students. The Key Competencies program identifies areas in which addicted children differ from non-addicted: poor self image, an improper sense of values, and a lack of identity. For kindergarten through third grade, strategies are presented to help children understand the dangers of improper use of medicines and household substances. Other activities are offered to help children display their feelings and attitudes about their relationships with adults, understand the effects of alcohol on the body, and become aware that they can maintain themselves. For grades four through six, strategies are presented to make students aware that: (1) any substance taken into the body affects its functions: (2) many things contribute to drug use: (3) people sometimes imagine others do not like them: (4) people are not perfect: (5) drinking alcohol is a problem for many people: and (6) responsibilities grow as people grow. (Author/NRB)

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The School District of Philadelphia

Office of Curriculum and Instruction

Division of Drug and Alcohol Education

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Elementary

Grades K-6

Key Competencies

DRUG AND ALCOHOL EDUCATION
(Ungraded - Basic)
(U-DA-B)

and

DRUG AND ALCOHOL EDUCATION
(Ungraded - Intermediate)
(U-DA-I)

CG 014701

Bernard G. Kelner
Associate Superintendent
Curriculum and Instruction

Daniel Falco
Director
Drug and Alcohol Education

1980

AUG 4 1980

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21st Street S. of The Parkway
19103

MICHAEL P. MARCASE
Superintendent of Schools

BERNARD G. KELNER
Associate Superintendent
Curriculum and Instruction
Phone: 299-7767

File #200

June 2, 1980

Dear Colleagues:

The School District of Philadelphia is committed to quality education for all its students. In this regard, two recent events are of particular significance: the Board of Education resolution reaffirming the use of mandated curricula and the Superintendent's "Blueprint for Academic Achievement." All schools, unless receiving official approval to do otherwise, are to use the School District's courses of study; all students are to be considered as having high potential.

The "Blueprint" calls for the identification of essential learning for each grade. To assist principals and teachers, the Office of Curriculum and Instruction has prepared "Key Competencies" for the mandated subjects. With each competency are behavioral objectives which can be used to evaluate mastery of the competency. The lists are comprehensive and coded for easy reference. Each publication contains the sequence of competencies for either elementary or secondary subjects thus providing a perspective of learning over a period of time. Copies are being distributed to all personnel directly involved with instruction.

It should be noted that the term *key competency* signifies the opening of the door to learning. In no way should mastery of these competencies be considered the limit of education. The courses of study provide a full array of content and activities. On the other hand, failure to master the key competencies should be a signal for intensive evaluation of the effectiveness of the educational program - a process calling for collaborative effort of school, home, and if need be, community.

A curriculum publication is, by its very nature, always in a state of development. Your review of this document is eagerly sought and your recommendations will be deeply appreciated. Please send your comments to me. I am as close to you as your phone.

With every good wish.

BERNARD G. KELNER
Associate Superintendent
Curriculum and Instruction

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DRUG AND ALCOHOL EDUCATION

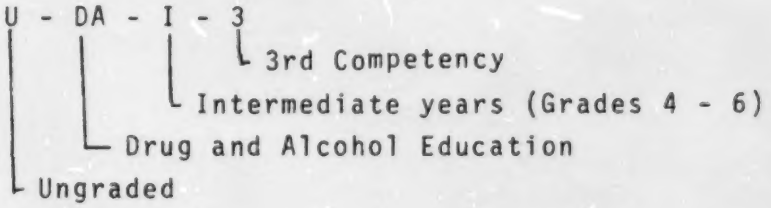
The goal of drug and alcohol education is the PREVENTION of drug and alcohol abuse among students. Once the child is addicted, there is little the instructional program can do. In researching why some children become addicted while others in the same peer groups do not, it has been noted that the addicts generally have a poor self image, an improper sense of values, and a lack of identity. It makes sense, therefore, that these key competencies have targeted these areas, especially in the primary grades, thereby striving to overcome shortcomings wherever and whenever discovered.

The scope of the drug and alcohol education program is for grades kindergarten through twelve.

The booklet will treat the key competencies in the elementary program (grades kindergarten through six).

The following coding system was used to designate the competencies:

Example:



01 - Student Outcome 1

02 - Student Outcome 2

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The following courses are given in the elementary program:

U - DA - B - Basic (Kindergarten through grade 3)

U - DA - I - Intermediate (grade 4 through grade 6)

For further information regarding the drug and alcohol program and its implementation, please refer to Curriculum Means Service or contact:

Mr. Daniel Falco, Director
Division of Drug and Alcohol Education
401 N. Broad Street, Suite 830
Philadelphia, PA 19108

Phone: 922-7205

DRUG AND ALCOHOL EDUCATION
(U-DA-B)

Key Competencies

Grades Kindergarten through Third

U-DA-B-1 STUDENTS WILL SHOW AN AWARENESS OF MEDICINES TO CURE OR PREVENT SICKNESS AND THE DANGERS OF IMPROPER USE OF MEDICINES AND HOUSEHOLD SUBSTANCES:

01. Look for danger signs on labels.

02. Discuss how students may become ill from eating substances not meant for them.

03. Explain that dizziness, distorted vision and other bodily effects may develop from breathing fumes.

04. Identify dangerous household items:

a. Insect and rat poisons
b. Lead base paints
c. Lye
d. Detergents

U-DA-B-2 STUDENTS WILL DISPLAY THEIR FEELINGS AND ATTITUDES ABOUT THEIR RELATIONSHIPS WITH ADULTS:

01. Relate stories about how they feel about parents.

02. Relate stories about how they feel about peers.

03. Relate stories about how they feel about relatives.

U-DA-B-3 STUDENTS WILL SHOW KNOWLEDGE OF THE EFFECTS OF ALCOHOL ON THE BODY:

01. Explain why alcoholism is a disease.

02. Discuss why drinking can cause problems in the home.

Grades Kindergarten through Third

U-DA-B-4

STUDENTS WILL BE AWARE THAT THEY CAN MAINTAIN THEMSELVES:

01. Discuss the importance of cleanliness.

02. Discuss the importance of proper dress and grooming.

03. Discuss the importance of eating properly.

04. Discuss jobs they might agree to do:

a. Helping at home.
b. Taking care of things that are borrowed.

DRUG AND ALCOHOL EDUCATION
(U-DA-I)

Key Competencies

Grades Four through Six

U-DA-I-1 STUDENTS WILL BE AWARE THAT ANY SUBSTANCE TAKEN INTO THE BODY AFFECTS ITS FUNCTIONS:

01. Discuss the effects of misuse of substances on the body:
    a. Food
        ·Overeating
        ·Tainted food
        ·Allergies
    b. Fumes
        ·Auto
        ·Glue
        ·Paint thinner
    c. Alcohol
        ·Wine
        ·Beer
        ·Whiskey
    d. Medicine
        ·Sleeping pills
        ·Diet pills
        ·Antacids
        ·Aspirins

02. Explain how some medicines mask symptoms thus interfering with proper diagnosis or treatment:
    a. Aspirin for headaches due to a need for eyeglasses or other conditions.
    b. Patent medicines for upset stomach which may be due to ulcers.

U-DA-I-2 STUDENTS WILL SHOW AN AWARENESS THAT MANY THINGS CONTRIBUTE TO DRUG USE:

01. Discuss what is meant by drug oriented society.

02. Discuss what is meant by peer influence.

03. Discuss what is meant by curiosity and experimentation.

Grades Four
through Six

U-DA-I-3 STUDENTS WILL BE AWARE WHY WE SOMETIMES IMAGINE OTHERS DO NOT LIKE US:

01. Discuss what it is like when you feel unloved.

02. Discuss why not everybody loves everybody all the time.

03. Discuss how people's feelings change and that most feelings of not being liked are imagination are not permanent.

04. Discuss why its important to tell each other about our feelings.

U-DA-I-4 STUDENTS WILL UNDERSTAND WHY PEOPLE ARE NOT PERFECT:

01. Discuss why everyone has limitations but limitations are not always permanent.

02. Discuss why students can learn to accept, adjust and live with limitations that can't be changed, and do the best in spite of them.

03. Demonstrate why there are still many things to make one happy.

U-DA-I-5 STUDENTS WILL KNOW WHY DRINKING ALCOHOL IS A PROBLEM FOR MANY PEOPLE:

01. Discuss why those who drink alcohol may find fault with others when they haven't done anything wrong.

02. Discuss why alcoholism hurts the drinker and one's family.

03. Explain what might be done when there is alcoholism in the home.

Grades Four
through Six

U-DA-I-6 STUDENTS WILL SHOW AN AWARENESS THAT RESPONSIBILITIES GROW AS WE GROW:

01. Discuss what is meant by responsibility;
    a. Taking care of oneself
    b. Doing one's job
    c. Doing a job one has agreed to do
    d. Facing the consequences of any decisions made.

02. Discuss everyday decisions that involve responsibility.